

# Inspection of an outstanding school: Waverley School

105 The Ride, Enfield, Middlesex EN3 7DL

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Inspection dates:

16 and 17 July 2024

## **Outcome**

Waverley School continues to be an outstanding school.

## **What is it like to attend this school?**

Pupils are delighted to get to school each day. They are pleased to see the smiling faces of staff when they arrive. A group of pupils communicated that school is a 'fun' place. Teachers help them to feel safe. The school encourages pupils to make strong friendships and to celebrate their successes.

Parents and carers echoed these positive views. They are complimentary about the caring professional relationships that their children build with staff. Parents value the way the curriculum is adapted for all pupils. The school keeps them well informed of their children's progress.

Staff have high expectations of all pupils. For example, they expect pupils who can walk to make their way to class independently. Staff view every interaction with pupils as a way of reinforcing learning. Staff carefully plan and rotate lunchtime activities. These help to develop pupils' fine and gross motor skills as well as their communication.

Leaders foster the belief that bullying is not accepted. Staff are alert to any signs of bullying behaviour. They log these, analyse trends and intervene if needed. Staff manage any episodes of dysregulated behaviour well. The school is a calm and happy environment where all pupils can experience success.

## **What does the school do well and what does it need to do better?**

The curriculum is highly ambitious from the early years upwards. Staff do not place limits on what pupils can achieve. They recognise that every pupil's progress looks different. Staff are effective in their use of assessment. They observe closely and check pupils' physical and academic progress each day. Staff gather evidence of pupils' engagement. There is regular discussion about each pupil. Staff use this information to inform their plans for pupils' next steps. Teachers and support staff work together to implement any

plans highly effectively. They draw on the expertise of other professionals when needed. This collaborative approach means that the curriculum is exceptionally well tailored to the needs of each pupil.

Staff break down the curriculum into the very smallest steps of learning. For example, in cognition, there is initial exploration of number. Over time, pupils develop an understanding of one-to-one correspondence. When they are ready, pupils learn numbers from one to twenty and beyond. There is a focus on positional language in support of pupils' learning. Teachers consider each pupil's individual needs and method of communication. This means that all activities are purposeful and appropriate.

Communication is prioritised for all pupils. Starting in the early years, staff emphasise the importance of interaction. They introduce symbols, symbol boards, books and devices. Staff skilfully use a range of communication methods. These include eye gaze technology, Makaton and communication books. Staff adapt these as pupils develop their language skills. For instance, during a sensory story, pupils responded by moving their heads while following instructions. Other pupils showed their excitement and choices by moving objects or making sounds.

All pupils access reading in some way. They enjoy a range of rhymes, stories and songs. Pupils move on to working with letters. Some learn to decode and blend sounds through the school's excellent phonics teaching. Staff find ways for pupils to apply their learning. They provide interactions with different people in new contexts. For example, as part of the 'enterprise' curriculum, sixth-form students practise communicating with staff in local shops.

Pupils are well prepared to become more independent. They have daily opportunities for physical development. Over time, pupils learn to hold their heads up or to walk unaided. Increasingly, pupils notice people around them. Staff help them to express feelings so they can regulate their emotions. There are many opportunities for pupils' wider development. Sixth-form students participate in the running of businesses such as a school café and cleaning team. Leaders find ways for pupils to take a lead in decision-making. For example, pupils are helping to redevelop the sensory garden area of the school. Pupils develop their moral understanding through fundraising activities.

Pupils demonstrate strong attitudes to learning. On occasion, their attendance at school is negatively impacted by time spent in hospital. Leaders work sensitively with families to manage pupils' return to school.

Leaders know their school well. They provide beneficial professional development opportunities for staff at all levels. Initiatives such as assessment week have helped staff to manage their workload. Staff feel part of a supportive team. The governing body is highly effective in its challenge and support of the school's leadership.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in March 2019.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102070
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10345776
<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Of which, number on roll in the sixth form</b>	23
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Lucille Balcombe
<b>Headteacher</b>	Gail Weir
<b>Website</b>	<a href="http://www.waverley-school.com">www.waverley-school.com</a>
<b>Dates of previous inspection</b>	12 and 13 March 2019, under section 5 of the Education Act 2005

## Information about this school

- Since the last inspection, there have been some changes to the school's leadership team.
- Waverley school caters for pupils with severe or profound and complex learning difficulties. It operates over three sites. The main site is at The Ride, Enfield. Provision for early years and key stage one pupils is located at Kempe Road, Enfield. There is provision for key stage one pupils with autism and severe learning difficulties at Bell Lane, Enfield.
- All pupils have an education, health and care plan.
- The school does not make use of any alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: communication (language and literacy), cognition (mathematics) and physical development. For each deep dive, inspectors met with subject leaders to discuss the curriculum, had discussions with staff and looked at evidence of pupils' work. Inspectors also considered the curriculum in other subjects as part of this inspection.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record of pre-employment checks; took account of the views of leaders and staff; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with senior leaders, teachers and members of the wider school team.
- Inspectors met with the chair of governors and other members of the governing body.
- They also spoke to some parents in person and looked at responses to Ofsted's online staff and parent surveys.

## Inspection team

Lisa Strong, lead inspector

His Majesty's Inspector

Jamie Hallums

Ofsted Inspector

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